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ABSTRACT

This report summarizes the programs and processes used by Sixth and Eighth Cycle Teacher Corps projects at Emporia Kansas State College in the formulation of community-based education programs. Functions of the programs include the following: (a) to broaden the base of educational experiences for children, (b) to involve members of the community in the educational process in order to give credence to the idea that education continues throughout life, (c) to extend and coordinate existing social services to insure that help gets to those who need it but who are uninformed about their options, and (d) to give the broadest possible base to a community's knowledge of what the educational process is by involving community people as teachers and learners. In order to determine community needs, the following methods were employed: (a) application of community dynamics studies of the target communities and their populations, (b) surveys, and (c) development of instruction which was conceived, organized, and implemented by community people. In order to evaluate the program, a survey and discrepancy evaluation were used by the Teacher Corps teams to determine achievement of objectives. (A set of appendixes discussing individual programs, including a sample proposal, are included.) (JS)

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COMMUNITY-BASED EDUCATION COMPONENT: A RURAL EXPERIENCE

Rural Eastern Kansas Teacher Corps Project
Emporia Kansas State College
Emporia, Kansas

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For Presentation to the Ninth and Tenth Cycle
Teacher Corps National Conference

by

John E. Mook
July 20-24, 1975

SP009 346

PREFACE

This document is for the purpose of providing the reader with a summary of the programs and the processes used by the Sixth and Eighth Cycle Teacher Corps projects at Emporia Kansas State College in the formulation of community-based education programs.

It is not intended to be a scholarly report, carefully researched and thoroughly documented. While there is in the literature (I really read some of it) many of the concepts approached herein, I have not taken care to check out the sources and provide notations thereof.

Nonetheless, what is to follow is the result of going into very small, rural communities and dealing with the idea of community education. It is an expression of my perceptions of what worked and was successful.

Here, I must extend the credit where credit is due. The positive results noted in this paper are not the result of anything anyone did single-handedly. I am not sure that I am the one to be presenting this. I can only hope that I can faithfully represent the thoughts, ideas, and efforts of seventy-two interns, a dozen team leaders, countless community people, Washington staff, and perceptive school administrators who dared to open the school systems' doors to all the people they serve.

We did it together.

John Mook
Teacher Corps, Ex '75
Emporia Kansas State College
Emporia, Kansas

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RATIONALE FOR COMMUNITY EDUCATION

Teacher Corps has long recognized the value of community participation in the education of children. The extension of educational opportunities to the parents and patrons of the local school districts has also been a thread throughout the fabric of what Teacher Corps is all about. The history of the program has borne this out. The rationale or philosophy for such participation is evident in all of the literature about community-based education. If any single concept pervaded our thinking in the EKSC project, it is that the processes involved would lead to communities learning that they do have power over their lives if they participate actively in what happens to them.

The Emporia Kansas State College Teacher Corps projects' response has been predicated on the four following purposes of community-based education:

1. To broaden the base of educational experiences for children.
2. To involve members of the community in the educational process to give credence to the idea that education continues throughout life.
3. To extend and coordinate existing social services to insure that help gets to those who need help, but who are uninformed about their options.
4. To give the broadest possible base to a community's knowledge of what the educational process is by involving community people as teachers and learners. This is done to facilitate an understanding in the community of what schools are about and what they should be about.

There are more good statements for community-based education, but efforts of the EKSC Teacher Corps people were narrowed to the above stated purposes.

NEEDS ASSESSMENT

With these very broad and general purposes, it is imperative that those who are attempting to implement community-based education programs get at the needs of a community and make solid contact with the people who make up that community. The only way to obtain this information is to go to the people.

Three methods of discovering needs were used by the EKSC projects. The first was the application of community dynamics studies of the target communities and their populations. Hours of informal conversations by interns, team leaders, and community coordinators with students and community people revealed educational wants and needs that were important. It was this process that gave the Teacher Corps teams a focus to act upon. This process revealed the most obvious needs of a community and, more importantly, those needs which were subconsciously there, but not verbalized by those who were being affected.

Secondly, the survey was used. An example is included in Appendix F. This method was most commonly used when the needs were in focus through the community dynamics process and confirmation was required. It allowed the teams to ask the "right questions" which helped them to determine priorities for the development of programs.

The third method is a logical result of real community involvement in "their" program. It is also an indicator that people have come to feel that the school is truly responsive to the community's expressed needs. The method is the development of instruction conceived, organized, and implemented by community people who are outside the formal committees or groups in the local school districts.

Interested people just simply got together, talked about possibilities, recruited teachers and students, and went to the director of the community schools to get the course(s) implemented within the curriculum of the community school.

Once the needs were established, goals and objectives of the program were generated.

The next step in the needs assessment process was to identify the tasks to be accomplished to implement the community project and ferret out the resources needed to get a community school, a preschool, recycling center, or an art program started. School people, boards of education, interns, community people, and college persons pooled their resources and talents to attack the problems that faced them. This diverse group of people shared the responsibility to get things done. It was surprising, yet not so surprising, that varigated talents of community people and the attendant skills surfaced and were used generously to help others learn or do the thing they wanted to learn or do.

Finally, a decision had to be made to allocate the limited resources of the schools and communities involved. This was an easy task for the teams to do, for they simply put their resources where the need was the most demanding. It is this fact alone that makes a needs assessment process worth all the time and effort expended, for it puts the resources where the participants perceive the greatest need to be.

It should be apparent that no team, Teacher Corps project, or school district has all the physical or financial resources to implement the desired and needed projects. Through the Community-based Education Component grants available

through the National Teacher Corps Project, interns were encouraged to write proposals for funds to assist communities in implementing community-based programs for the purpose of extending educational opportunities for students and adults of low-income groups. This was done.

Using data gathered from the needs assessment process and the planned allocation of existing resources at the school sites, the EKSC Teacher Corps teams determined what additional funding was needed to insure the implementation of their communities' desired programs and submitted their proposals to National Teacher Corps office. All proposed programs were approved and funding levels negotiated to make the programs a reality.

COMMUNITY INVOLVEMENT

It is important to insert here a truth that was discovered by the Teacher Corps person involved. None of the successful programs in the fifteen communities served by the EKSC Teacher Corps project during Sixth and Eighth Cycle would have happened had it not been for the active involvement of the people who resided in those communities. There is a direct relationship: the more meaningful the involvement of the community, the more likely the program is to succeed. The involvement should be total from the inception. Even more critical is the involvement of community persons in the governance of the program. By being involved in the decision-making process, any problem, either internally or externally, can be dealt with much more effectively.

In the initial stages of the planning, it was the community coordinator who provided input to the teams. As the teams grew surer of the direction that the community programs should take, more interested community people were identified and involved in the process of assessing needs, contributing ideas, and suggesting resources.

Two outstanding examples come to mind when thinking about community involvement in the Emporia experience. The first occurred at Mission Valley High School, a school which serves three communities which have a history of bitter rivalery and varying degrees of participation in community affairs--from almost none to very active. The intern team discovered in visiting with students that one of their needs was an art program in the curriculum of the high school. An investigation revealed that an art program had been planned and space allocated for the program by the community planning committee before the four-year old building was constructed. The existing room in the building had not been equipped nor a teacher provided because it had been determined by the administration and the board of education that there were not enough funds to support an art program.

Informal interviews with parents suggested that a number of parents were supportive of some kind of art program in the high school. This was enough information for the team to seek permission to survey the high school students to determine student need and interest. Students were overwhelmingly in favor. A formal survey of parents followed.

The supportive data were presented to the Local Steering Committee which added its support. It was then decided to develop a proposal for a community art program which, hopefully, would demonstrate the communities' and school's need for art and, at the same time, model a viable program. The major objective was to convince a skeptical administration and board of education that the number of students and adults justified the cost of supporting at least a half-time art teacher and the resulting program. Upon approval of the proposal and its subsequent funding from Teacher Corps at half the total cost of such a program,

the team established a Community Art Program Governance Board which monitored and provided guidance for the community person who directed the program.

It was through the involvement of the ten community people, three from each community and the director, that a presentation was made to the board of education in January, 1975, requesting the board's most serious consideration for implementing an art program in the high school by the fall of 1975. The committee had done its work well, as it became apparent at the board meeting that each board member had been talked to informally by members of the committee, and that they had convinced the board of the necessity of the program to add a new and important dimension to the education of the children of the district. In April, 1975, the board approved the Community Art Program Governance Board's recommendation and created a half-time art position for the teaching of art for the fall of 1975.

From the viewpoint of the team, no other group could have done it, for it was the people who were asking for the program.

The other outstanding example of community involvement is at Marias Des Cygnes Unified School District which serves two communities. For the past two years, they have been conducting a community school held in the evenings which has a student-adult enrollment that far exceeds the small enrollments of the two high schools. In the spring of 1974, more adults were enrolled in a first aid course than there were students enrolled in the smaller of the two high schools in the district. This is not inclusive of the fifteen other course offerings which had enrollments of from five to ten students.

One can assume that the people of these communities are hungry for learning things. No one can argue with that. However, it is felt that something else

more unique is happening. This past year, the community governance committee has assumed the full responsibility of planning, organizing, and implementing the community school, heretofore a function of the administration of the district. The governance committee now controls the funds which were partly Teacher Corps, district funds, and the revenue derived from enrollment fees. While the governance committee is technically and legally answerable to the board of education, they operate autonomously. Representatives of the board and an administrator have a seat on the governance board; otherwise, it is constituted of lay people with no official capacity in the schools. It is clear that the people of Marias Des Cygnes Unified School District intend to keep it the way that they now have it.

Those who train others in leadership enthusiastically endorse the concept of "ownership." It means simply that if one participates in the decision-making process in an influential way about that which is designed to affect him in some way or provide him with some service, then he cares more about it and will expend the necessary energies to make it a success. This effect has been demonstrated in the Emporia experience.

Two observations:

1. No one group can decide for another group what is good and worthy of participation.
2. Programs that are designed to meet the real needs of people have a better chance of success. Further, the probability of success is increased in direct proportion to the degree of involvement in the decision-making process.

EVALUATION

The evaluation of a program can be a complex or a simple process. It is vital to monitor the progress. People who run programs should be going constantly to their audience to determine if they are doing a good job. A survey does much in helping governance groups to decide what additions or corrections are in order to make to keep their programs vital.

A most effective method is called discrepancy evaluation. A group simply measures its achievement based on what it said it was going to do. The survey and discrepancy evaluation were used by the Teacher Corps teams to check on how they were doing.

SOME LAST THOUGHTS

The natural tendency of any program is to be proud of its accomplishments and, thereby, soft pedal or completely ignore its failures. The Emporia State Teacher Corps projects had their share of failures. The good thing about the failures was that it alerted project people not to make the same mistake twice.

Community education as a concept has been around for a long time; however, it has just reached its infancy as an implemented program in the rural sectors of our nation. The Emporia experience has convinced this writer that it is a viable process with great potential to involve us all once again in a true participatory democracy liken to the long-out-of-favor "town meeting" idea. The potential for improving the public schools by its existence is awesome. "To get it on" is even more awesome. It can be done.

Four years ago when this writer became a part of Teacher Corps, an opportunity presented itself to visit with a school coordinator from a large eastern school

district. As we talked in general about the sad state of education throughout the United States, he said something that still makes good sense to me. "There are not too many educational problems that can't be solved by just simple commitment on the part of the people." That is what it is all about--commitment of people to make things better.

APPENDIX A

SOCIOLOGY OF THE DISTRICT

As in other towns the size of Melvern and Quenemo, the people of this district are experiencing the de-emphasizing of rural America. Certain cultural and environmental barriers are significantly restricting an individual's and the community's efforts to provide an effective education. It has become increasingly clear that education cannot exist as an isolated entity, but must be a part of an all encompassing process where the individual's total lifestyle is modified and new values and aspirations are attained. Behind any attempt to develop a community education concept must be the fundamental realization that these institutions and personal influences act upon an individual to produce a particular lifestyle and specific behavioral patterns.

Education and, in fact, the school house, is a main area which functions to socialize each person. For this reason, education should and must focus on the family, the neighborhood, peer group activities, and value systems.

The central issue facing us in Teacher Corps then becomes how the culturally disadvantaged student and adult can be reached in the education process. Thus follows a goal for community and educational action whereby the socially isolated and culturally disadvantaged person can be accommodated and, therefore, be effectively involved in the education process.

Central to the development of any program is an analysis of its target population. Generally we are talking about people responding in a powerless way to a situation.

Initially in our target population are those people who work steadily and have a limited value for self-education, but a very definite value for the education of their children. Secondly, we face those families with a limited value for education whose children are sometimes kept home from school to help with domestic chores. Thirdly, we must aim at the mobile families who enter a community for a specified short period of time such as those working on government projects. Educational values vary with no real chance for them to stabilize. Finally, our target population includes the "powerless poor" who have little or no formal education. Although they may have some vague desire that their children be educated, their lifestyle prohibits actual communication of these desires. The value of education is not recognized and schools are regarded as alien with school personnel being looked upon suspiciously.

To effect individual change, attention must be directed to the social environment within which the person exists. The neighborhood as a social unit remains in our rural district a viable, workable area. The school as a center for community education has some valuable pluses because of that fact. Family and friends live in close proximity. Transportation to other areas is limited. Similar problems occur throughout the community. An informal system of helping persons is evidenced in the neighborhood. Interaction patterns are confined to specific areas as a function of the above factors.

What generally then do we need to do? We know that family involvement is of primary importance. Conflicts can occur between family members when one is experiencing something another member is not experiencing. This is particularly true in a large, rural family where the parents of the last child may approach seventy when the child is in high school.

Group experiences should be process and action oriented. They will be aimed at allowing participants to identify their own needs and develop their own solutions. Education becomes more meaningful when one can identify his relationship to it. In the community school, new behavioral patterns are sanctioned, and the individual is provided a new source of security and support.

APPENDIX 3

NEEDS:

The project of the community education program was designed to meet the following needs:

1. In a questionnaire, a large part of the people of both Melvern and Quenemo expressed the desire to have the community school continue. Interest in the following areas was indicated by a significant number of people (enough to form a class) in: needlecraft, ceramics, cake decorating, arts and crafts, woodworking, leathercraft, recreational activities, auto mechanics, piano, guitar, quilting, and welding.

2. The idea of the community and the school as separate entities is prevalent in both communities. Since the school is, in the real sense, the representation of education, there is a well defined lack of interaction of the two concepts, community and education. This lack of mutual understanding and cooperation can result in a limited and irrelevant education for all persons in the community.

3. Aside from the regular school (grades K-12) there are no opportunities for educational experiences in the school district. There are no libraries, extension offices, or other places which offer an educational program. A person less than six years old or over eighteen years old has no available means outside the home to either start or continue his education.

4. Due to the nature and structure of the communities, there are very few opportunities for wide-range community interaction. The few organizational and recreational activities available (church, pool hall, school

ball games) tend to draw only certain factions of the population. This leads to misunderstandings and needless division of the community. In order for the members of the community to learn about the other members, they need to interact with the widest scope of persons possible. There needs to be an activity that will involve a large number of persons based on different interests.

APPENDIX C

THE HAMILTON MOTHERS' COOPERATIVE PRESCHOOL, HAMILTON, KANSAS

Mrs. Morris Ratcliff, Volunteer Director
Box 63
Hamilton, Kansas 66853
Telephone Number (316) 678-3625

Hamilton, Kansas, a town of about 390 people. lies in the heart of the Flint Hills in southern Greenwood County. Hamilton is not unlike dozens of other once booming towns in the area. In the past three months, however, Hamilton, with the help of a $3,500 Volunteer Teacher Corps grant, has distinguished itself in the area. The grant was made to the Hamilton Mothers' Cooperative Preschool, and already mothers in two neighboring towns, Madison and Severy, are exploring ways of developing similar programs in their respective communities.

The school provides a fifteen hour per week program for all the three-to-five year old children in the community (sixteen children). The actual school program is designed by an Early Childhood Specialist who commutes from Emporia, a Teacher Corps intern, the local Preschool Director, the Teacher Corps community coordinator in Hamilton, and the mothers of the children attending. The program is designed to provide the children with an open, stimulating environment in which to explore, and interact with peers and adults. The old Hamilton Meat Locker which closed five years ago was renovated and reopened to provide a two-room school house. Local contributions of labor and material were invaluable in accomplishing the task of renovation.

The real success of the program, however, is that it has actively involved mothers in the education of their children. All the mothers of children enrolled in the school attended a one-day preservice workshop and all have

received inservice training by volunteering in the school and working with the preschool director and Teacher Corps interns on all aspects of implementing the program. In addition, 80 percent of the mothers attended an inservice workshop at the Butcher Laboratory Preschool on the Emporia Kansas State College campus. The Hamilton Mothers' Cooperative Preschool has become an educational institution for parents as well as children.

APPENDIX D

COMMUNITY SCHOOL VOLUNTEER PROJECT
MELVERN-QUENEMO, KANSAS
MELVERN HIGH SCHOOL

Jim Irey, Director
Melvern, Kansas 66510
Telephone Number (913) 549-3313

The Community School Program in Unified School District 456 consists of community education in areas of the following interest areas: typing, sewing, woodworking, welding, physical education, income tax, and ceramics. These interest areas were established through a thorough survey in these two communities. This survey was initiated by Teacher Corps interns and members of the local steering committee and other community residents. This intense cooperative effort probably was the main reason for the initial success of the program. Continuation of the program also has been monitored by the operating steering committee.

Participation in these programs has been very good. Need has been established for continuation and expansion of the program for the coming year. Many interest areas could not accommodate the number of people wanting to enroll. A planned reassessment of interests and needs will probably be conducted early next fall.

APPENDIX E

COMMUNITY ART PROGRAM

U.S.D. 330 - Wabaunsee East

Community-Based Education Proposal

Eighth Cycle Teacher Corps

Kansas State Teachers College

November 15, 1973

Mission Valley

Teacher Corps Team

COMMUNITY ART PROGRAM

INTRODUCTION

One of the greatest needs in every individual is the need for self-expression. Although there are many outlets for this self-expression to be revealed, one of the most important modes--art--is not being utilized in the communities of Dover, Eskridge and Harveyville. A manifestation of this lack is evidenced by the fact that there are no art programs in any of the public schools in this district. Since community people have expressed a desire for art classes in several surveys, the purpose of this project is to develop a self-sustaining art program which will provide an aesthetic education and a creative outlet for individuals.

The Eighth Cycle Teacher Corps Interns at Mission Valley plan to use a room at the high school and supplement it with the needed art supplies. Community people, who have various art talents, will be utilized as resources for the classes. Additional people from outside the communities will be incorporated in the program to create a well-rounded art education. Classes will be held on week nights and on Saturday mornings. Hopefully, the individuals taking the classes will receive personal satisfaction from their individual accomplishment and enhance their visual discrimination and judgment.

Assisting in the organization of the Community Art Program, a governance body will be formed by interested persons in the three communities. Their job will be essentially to elicit community support and to keep the program going. They will play an important part in determining class size, subjects to be taught, teachers to be selected and how funds will be spent. The governance body will be the self-sustaining element of the Community Art Program.

It is strongly felt by the Eighth Cycle Teacher Corps Interns at Mission Valley that an art program is definitely needed in these three communities. Therefore, this proposal is asking for $5,000 to seed a Community Art Program in U.S.D. 330.

NEED

It is assumed that an art program will meet the needs of the individuals in reference to their creativity, esthetic judgment and ability to perform with some competency certain art procedures. For the following reasons Wabaunsee East Unified School District 330 needs an art program for the students and adult community members. The reasons are given below:

(1) The surveys taken of the Dover, Eskridge and Harveyville communities revealed the following statistics: 89 persons were interested in the art program while only 29 were against it; 23 would definitely attend; 46 indicated that they would like to attend but were not sure and only 25 said they would not attend at all. Week nights, as indicated by 47 persons, were the best time for such a program while 13 indicated Saturday mornings and 4, Saturday afternoons. This survey was supervised by the Eighth Cycle Teacher Corps Interns and taken by nine Mission Valley High School student volunteers.

(2) A survey was also taken of the students at Mission Valley High School which revealed that 110 students were interested in an art program and 15 were not. It was determined that 45 would definitely attend art classes, 65 may be able to attend and 15 would not. Week nights were the choice of the students with a vote of 74 while Saturday mornings received 20 votes and weekdays, 15.

From the results of these surveys taken of the students and the three communities, it is obvious that there is a need for a Community Art Program in U.S.D. 330.

(3) At the present time there is no art program in Wabaunsee East Unified School District 330.

(4) Art is an important discipline for students to have.

(5) Students want some means of aesthetic judgment and need a creative outlet through an aesthetic education.

GOALS AND OBJECTIVES

There are certain goals and objectives which must coincide with the needs and assumptions. These goals and objectives are listed below:

A. Goals

1. To provide seed for a self-sustaining Community Art Program.
2. To provide an aesthetic education and creative outlet for interested community members.

B. Objectives

1. To provide funds for the initial development of a Community Art Program.
2. To incorporate community volunteers with artistic skill and/or an interest in the arts; these local volunteers will act as teachers, monitors, advisors, etc.
3. To provide exposure to various artistic areas through volunteer professional resource people--demonstrations, lectures, seminars, exhibits, etc.
4. To enhance visual discrimination and aesthetic judgment of the program's participants.
5. To foster the desire and/or ability to improve the aesthetic environment of the individual and/or community living.
6. To foster individual satisfaction and accomplishment through the production of original works of art.

STRATEGY

The proposed Community Art Program will consist of approximately six classes per week. Classes will be held after school hours, on week nights and Saturday mornings, making use of existing classroom facilities in the Mission Valley High School building. The project will be directed by a certified art teacher in cooperation with community volunteers and other resource persons. The Eighth Cycle Teacher Corps Interns will play an important role in the initial phase of the project, but responsibility for maintenance of the project will rest with interested members of the community.

Funds and/or materials for the project will be gathered from several different sources. The individual student fees will provide funds to purchase art supplies. Funds will be obtained from community donations and Teacher Corps. The local school district will provide storage cabinets, sinks and other permanent fixtures needed to equip an art room. Materials will be made available by community donations. The proposed Community Art Program will begin as soon as funds and materials are available—hopefully by February, 1974.

MANAGEMENT

The Community Art Program will be directed by a community governance body composed of the director, a school representative, two members of the art staff and six community people—two from each of the three communities. They will have delegated responsibilities necessary to the maintenance of the program. These responsibilities include determining and arranging classes, directing and supervising enrollment, ordering supplies, recruiting and hiring staff and making arrangements with the school district for room space and auxiliary supplies.

The Eighth Cycle Teacher Corps Interns will provide full assistance to the governance body the first semester of operation. They will supply only requested assistance after that time, allowing the communities complete autonomous control.

OBJECTIVES: TASKS AND TIMELINES

To insure that the objectives of the project are met, a general list of the tasks involved in the pursuance of the different objectives and a timeline to fulfill these tasks have been drawn up. Publicity for the program is an ongoing task right up until implementation of the Art Program has begun. Publicity for the program has already begun through school and community surveys and an article in the Eskridge Independent, the local newspaper that serves the three communities. Another ongoing task is evaluation which will be continually undertaken by the governance board as well as the staff.

Funding for the project will be accomplished, hopefully, through the acceptance of this proposal by Teacher Corps after being submitted on November 15, 1973. Acceptance by the Board of Education in U.S.D. 330 was granted on November 5, 1973, through the assistance of Superintendent George Anshutz.

Interested community people have already been discovered through the completed surveys. These people who expressed interest in teaching will be contacted by December 1, 1973, and courses to be taught will be arranged, tending approval of this project, by January 15, 1974. The teachers will begin their respective courses sometime after February 1, 1974.

A list of outside resources for seminars and displays will be drawn up by December 1, 1973, and a tentative schedule of workshops will be developed by January 15, 1974.

The program, itself, will, in all likelihood, begin by February 1, 1974. Courses and teachers will be agreed upon and the room will be equipped by January 20, 1974, with maximum publicity through the local newspaper and newsletter beginning on January 15, 1974. Registration will commence around February 1, 1974, with courses starting within a week thereof and running through the end of May, 1974, for the first session. An art show and evaluation will also take place at the end of the first session.

EVALUATION

Evaluation on the success of the art project will be primarily concerned with determining whether or not the two goals have been accomplished. The first goal, which is providing seed for a self-sustaining art program, will be considered successful if the following criteria are met:

(1) An art room is equipped with sinks, potter's wheel, kiln, easels, and various other art materials.

(2) A varied and cohesive art program is offered week nights and Saturday mornings.

(3) A sufficient number of people from the three communities enroll and continue to attend art classes throughout the first semester of operation.

(4) People continue to show interest in the Art Program by building up support and attendance for the succeeding semesters.

The governance body and Eighth Cycle Teacher Corps Interns will critique completion of the first goal.

The second goal is to provide an aesthetic education and creative outlet for individuals. Its success will be evaluated in the following two ways:

(1) A survey of the participant's experience in the Community Art Program will be taken.

(2) An art show will be given at the end of the semester to display the pupils' creative talents.

By these assorted means, the fulfillment of the two goals for the Community Art Program will be evaluated.

OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

TEACHER CORPS
COMMUNITY BASED EDUCATION PROGRAM
Inservice or Intervening Summer

1. NAME AND ADDRESS OF INSTITUTION (No. Street, City, State and Zip Code)
Mission Valley Team
Wabaunsee East U.S.D. 330
P.O. Box 584
Eskridge, KS 66423

2. GRANT NUMBER _____

5. CYCLE (circle) 8 9 10

6. PERIOD OF TRAINING FROM 1/15/74 THROUGH 5/15/74

7. PERIOD OF GRANT (month-day-year) FROM 1/15/74 THROUGH 5/15/74

	T.C. BUDGET	Local CONTRIBUTION	List OTHER CONTRIBUTION
I. INSTITUTIONAL EXPENSE			
A. DIRECT COSTS - SALARIES			
1. Administrative (How Many 1)	1000.00		
2. Secretarial and clerical How Many -)	135.00	300.00	
3. SUBTOTAL FOR SALARIES	1135.00	300.00	
B. OTHER DIRECT COSTS			
4. Employees services and benefits	66.40	17.55	
5. Travel			
(a) Staff		200.00	
(b) Community Participants		400.00	
6. Office supplies, reproduction and communications		400.00	
7. Instructional supplies, etc.	2200.00	300.00	
8. Space Rental		1600.00	
9. Equipment Rental	1300.00	500.00	
10. Recruitment (publicity)		200.00	
11. SUBTOTAL FOR OTHER DIRECT COSTS (Sum of 4 thru 10)	3566.40	3617.55	
12. TOTAL DIRECT COSTS (SUM of 3 and 11)	4701.40	3917.55	
C. COMMUNITY PARTICIPANTS SUPPORT			
13. Participants (How Many) 5 @ $56.80	284.00	700.00	
14. Personnel benefits	16.61	40.95	
D. TOTAL DIRECT COSTS AND PARTICIPANT SUPPORT			
15. (Sum of lines 12, 13, and 14)	5002.01	4658.50	
16. TOTAL INDIRECT COSTS (% of line 15)			
17. TOTAL PROJECT COSTS	5002.01	4658.50	
II. FINANCIAL REPORT			
18. Net Receipts: Receipts ($) less Refunds ($)			

NAME OF DIRECTOR OR COORDINATOR — SIGNATURE — DATE
George Anshutz, Superintendent — George Anshutz — 11/8/73

NAME OF FINANCIAL OFFICER — SIGNATURE — DATE
Howard Mohler — Howard Mohler — 11/8/73

UNIVERSITY PROGRAM FOR INSERVICE OR INTERVENING SUMMER

COMMUNITY BASED EDUCATION PROGRAM

A. 1 Administrative No (Indicate number of administrative persons

TC Position	Name	Salary/wk	% of time with TC	No. Weeks
Coordinator	To Be Named	$62.50	50	16

*(Show only time devoted to administrative personnel)

A. 2 Secretarial and Clerical No (Indicate number of clerical persons

TC Position	Name	Salary/wk	% of time with TC	No. Weeks
Secretary	To Be Named	$13.50	20	10

A. 3 SUBTOTAL FOR SALARIES (Sum of lines 1 through 3) $1135.00

B. 4 EMPLOYEE SERVICES AND BENEFITS

	Rate	x	$	Total
FICA	5.85%	x	$ 1135.00	$66.40
Workmen's Compensation	____	x	$_____	$_____
Health & Welfare Insurance	____	x	$_____	$_____
Retirement ____ or Pension__	____	x	$_____	$_____
Other _____	____	x	$_____	$_____

Total of above items: $66.40

B. 5 TRAVEL

a. Staff Travel (itemize) $Local Contribution

b. Community Participant Travel (itemize) $Local Contribution

Total $_____

B. 6 OFFICE SUPPLIES, REPRODUCTION AND COMMUNICATION (estimated Cost) $Local Contribution

B. 7 INSTRUCTIONAL SUPPLIES (estimated cost) $2200.00

B. 8 SPACE RENTAL $Local Contribution

B. 9 EQUIPMENT RENTAL $1300.00

B. 10 RECRUITMENT (PUBLICITY) $Local Contribution

B.	11	SUBTOTAL FOR OTHER DIRECT COSTS (Sum of Lines 4 thru 10)		$3566.40
B.	12	TOTAL DIRECT COST (Sum of Lines A. -3 and B. -11)		$4701.40
C.	13	COMMUNITY PARTICIPANTS (NUMBER AND TITLE) 5 Instructors		$ 284.00
C.	14	COMMUNITY PARTICIPANT BENEFITS	Rate x $	Total
		FICA	5.85% x $284.00	$ 16.61
		Health and Welfare Insurance	____ x $____	$____
		Retirement or Pension	____ x $____	$____
		Other____	____ x $____	$____
			Total of above items	$ 16.61
D.	15	TOTAL DIRECT COSTS AND COMMUNITY PARTICIPANT SUPPORT (Sum of lines C. 12, C. 13 and C. 14)		$ 5002.01
D.	16	TOTAL INDIRECT COSTS (8% of line D. 15 IHE only) LEA (Approved provisional rate)		$____
D.	17	TOTAL PROJECT COSTS		$ 5002.01

II. FINANCIAL REPORT TO BE SUBMITTED AS REQUIRED UNDER THE GRANT TERMS AND CONDITIONS.

Net Receipts

(Show payments made to institution less any amount refunded to Teacher Corps, Washington)

APPENDIX F

COMMUNITY PROGRAMS BY CYCLE, SITE, TYPE
EMPORIA KANSAS STATE COLLEGE
TEACHER CORPS PROJECTS

Cycle	Site	Type of Program
Sixth	Burlington, Kansas	Community School
Sixth	Madison Kansas	Mothers' Cooperative Preschool
Sixth	Hamilton, Kansas	Mothers' Cooperative Preschool
Sixth	Melvern, Kansas Quenemo, Kansas	Community School
Sixth	Dover, Kansas Eskridge, Kansas Harveyville, Kansas	Community School
Eighth	Burlington, Kansas	Community Recycling Center
Eighth	Dover, Kansas Eskridge, Kansas Harveyville, Kansas	Community Art Program
Eighth	Hoyt, Kansas Mayetta, Kansas	Community School
Eighth	Melvern, Kansas Quenemo, Kansas	Community School
Eighth	Powhattan, Kansas	Weekly Community Newsletter
Eighth	Hamilton, Kansas	Community Cultural Center